

ASL 4 Course Outline as of Fall 2016**CATALOG INFORMATION**

Dept and Nbr: ASL 4 Title: INT AMER SIGN LANG PT 2

Full Title: Intermediate American Sign Language - Part 2

Last Reviewed: 1/25/2021

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	4.00	Lecture Scheduled	4.00	17.5	Lecture Scheduled	70.00
Minimum	4.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	4.00		Contact Total	70.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 140.00

Total Student Learning Hours: 210.00

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ASL 2B

Catalog Description:

Intensive instruction in advanced intermediate American Sign Language using appropriate linguistic and cultural principles. Instruction will focus on several broad areas: exchanging personal information about life events; describing and identifying things; and talking about events and activities in the past, present and future.

Prerequisites/Corequisites:

Course Completion of ASL 3

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

Description: Intensive instruction in advanced intermediate American Sign Language using appropriate linguistic and cultural principles. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of ASL 3

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area		Effective:	Inactive:
	E	Humanities	Spring 1992	
CSU GE:	Transfer Area		Effective:	Inactive:
	C2	Humanities	Spring 1992	
IGETC:	Transfer Area		Effective:	Inactive:
	6A	Language Other Than English	Fall 1996	
CSU Transfer:	Transferable	Effective:	Spring 1992	Inactive:
UC Transfer:	Transferable	Effective:	Spring 1992	Inactive:

CID:

Certificate/Major Applicable:

Major Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Demonstrate advanced proficiency in expressive and receptive skills in American Sign Language through description and personal narratives on a variety of topics.
2. Model and discuss cultural norms in-depth through ASL storytelling.
3. Demonstrate the ability to comprehend and express an idea in ASL in face-to-face interaction as well as through digital (video) technologies.

Objectives:

Upon completion of the course, students will be able to:

1. Synthesize receptive and expressive ASL skills and participate in a variety of grammatically correct advanced intermediate dialogues in ASL.
2. Use various ASL sequencing techniques to construct a concise, grammatically correct advanced intermediate narrative in ASL about personal events.
3. Demonstrate a grammatically correct description of societal norms in both Deaf and hearing cultures.
4. Organize information about health into a grammatically correct ASL description of medical events.
5. Generate solutions in ASL to a variety of situations involving money.
6. Outline the major points of complex topics about Deaf culture through storytelling, both receptive and expressive.

Topics and Scope:

- I. Narrating personal information through 'unforgettable moments'
 - A. Personal mishaps
 - B. Falls and injuries
 - C. Storytelling techniques appropriate to narratives on embarrassing moments in personal

relationships

D. Phrase and vocabulary review

E. Grammatical concepts

1. Role-shifting

2. Phrasing for sequencing events (advanced)

3. Contrastive structure (advanced)

II. Describing interesting information about current events

A. Signs for percentages and fractions

B. Categories and ranking using listing skills and ranking vocabulary

C. Contrastive structures for organizing and discussing information

D. Classifiers and role-shift review

E. Grammatical concepts

1. Possessive forms (advanced)

2. Topic-comment structure (advanced)

3. Numbers up to 1 million (advanced)

III. Describing societal norms and cultural behaviors

A. School rules and then rationale

B. Sports and games

C. Familial and cultural rule variation

D. Phrase and vocabulary review

E. Grammatical concepts

1. Descriptive vocabulary for driving rules (signs and symbols)

2. Instrument classifiers

3. Conditional sentence structure

IV. Using ASL Description and Sequencing to describe a misadventure

A. Childhood accident

B. Bicycle and/or a multiple-car accident

C. Phrase and vocabulary review

D. Grammatical concepts

1. Classifier usage to express entities and movement

2. Role-shifting and perspective change

V. Talking about banking and finances

A. Price comparisons

B. Bargains, purchases, tips, and commissions

C. Describing one's banking practices

D. Discussing topics such as debt, bills, and donations

E. Phrase and money-related vocabulary review

F. Grammatical concepts

1. Transitive and intransitive verbs

2. Money signs and directional verbs

VI. Using ASL to discuss housing, cars and major decisions

A. Personal living situations

B. Decisions related to work, school, and family

C. Cars, and driving-related issues

D. Phrase and vocabulary review for assigned topics

E. Relevant grammatical concepts

1. Descriptive classifiers

2. Hypothetical questions

VII. Deaf culture topics

A. Deaf art (De'Via)

B. Deaf-blind cultural topics

C. Deaf international organizations

- D. Theater works with a deaf/hearing cross-cultural focus
- E. ASL poetry
- F. Deaf literature

Assignment:

1. Read 15-20 pages per week of informal materials about Deaf culture
2. Three to four 2-3-page compositions about Deaf culture topics.
3. Problem-solving assignments
 - a. Practice exercises from the workbook, video and teacher-prepared materials.
 - b. Group practice activities, games and other activities.
4. Skill demonstrations
 - a. Dialogues in ASL.
 - b. Three-four presentations in ASL about Deaf culture topics.
 - c. Viewing and interpreting short passages in ASL.
 - d. Performing short stories and narratives in ASL.
5. Weekly or bi-weekly quizzes, chapter exams and final.
6. Reports in ASL

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Compositions	Writing 10 - 20%
Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
Practice exercises and group activities	Problem solving 10 - 35%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
Interpreting and performing, dialogues, and presentations	Skill Demonstrations 10 - 35%
Exams: All forms of formal testing, other than skill performance exams.	
Multiple choice, true/false, matching items, completion	Exams 10 - 35%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Reports in ASL	Other Category 30 - 35%

Representative Textbooks and Materials:

Signing Naturally, Student Videotext and Workbook, Level Three. Mikos, Smith, and Lentz.

DawnSign Press, 2001. (Level three, Lessons 18-25 and review) (classic)

Deaf Lit: Extravaganza. Clark, John L. (2013).

Audism Unveiled. Bahan, B., H-Dirksen, B. and Montenegro, F. and DVD. (2008).

Where I Stand. Clark, John L. (2014).

Instructor prepared materials.